In the fall issue of the *Psi Chi Journal of Psychological Research*, Rihana Mason (2021) reflected on the limited representation of diversity in the field of psychology. If public representations of psychologists only portray nondisabled White men, then it is less likely that people of color (e.g., Black, Indigenous, Latinx, Asian-American), women, and those with disabilities will be able to envision themselves within this important profession. However, if intentional efforts are put into practice to portray a more diverse profession, she predicted that we would see a more diverse career pipeline develop, which would allow our profession to be better suited for meeting the needs of a diverse society. Although Mason focused primarily on changes that can happen within educational institutions (e.g., creating career training courses at undergraduate levels, sponsoring conference attendance for undergraduate students who come from underrepresented populations, selecting textbooks and other educational curricula that include the accomplishments of women and people of color), equally important questions can be raised about how to increase equitable representation in empirical psychological research.

Not only is there a lack of representation of diversity in public images of psychologists, but inequitable representation can also be seen within the pages of psychological research journals. Roberts and colleagues (2020) noted four troubling trends in past and current psychological research, especially in consideration of racial representation. First, articles specifically addressing topics of racial diversity comprised a very small proportion of the psychological research literature. Approximately 5% of the articles they reviewed between the 1970s and 2010s explicitly highlighted topics of race in their titles and/or abstracts. Focusing primarily on what some psychologists may consider race-neutral, universal topics, researchers have not marshaled their collective efforts toward focusing on important topics of diversity. Second, Roberts and colleagues noted a lack of diversity among those who make important decisions regarding which manuscripts get published in research journals. In their review of journal leadership, few editors-in-chief and few associate editors were people of color. Instead, the editorial boards were overrepresented by White psychologists. The impact of this overrepresentation was stark; White editors were significantly less likely to have published articles that highlight important topics of race. This suggests that increased representation of diversity within editorial boards might result in more publications about topics related to diversity. Roberts and colleagues’ third troubling observation was that the majority of published research articles focusing on aspects of race were written by White authors. One implication is that when research on racial diversity is published those articles may carry subtle assumptions and perspectives of European American worldviews. Even when authors sincerely commit to the highest levels of intentional objectivity, their work may reflect the perspectives that derive from their own identity positionality. Fourth, Roberts and colleagues observed that White participants are often overrepresented in research articles. Although diverse samples were observed more often when the authors were people of color, White researchers tended to publish articles that were overrepresented by the experiences of their White participants. Roberts and colleagues (2020) painted a concerning picture of the lack of racial representation in the psychological research process, and the same patterns of underrepresentation are likely to exist for gender diversity, diversity of ability and disability, and sexual identity diversity as well.

As I write this editorial, I am in my second week as the new editor of the *Psi Chi Journal of Psychological Research*, having moved into this position after Debi Brannan’s impressive five-year term as editor. Although I have served as an associate editor for seven years, I am excited for the opportunity to take on a new leadership role for the journal.
While doing so, however, I am highly aware of the call issued by Roberts and colleagues to increase representation in psychological research. In this context, my own identity as a White, nondisabled, cisgender male brings into sharp focus the reality that it is my responsibility to be involved in the work of increasing representation within the pages of this journal. As I envision the impact that I hope to have on the journal during my tenure as its editor, recommendations by Roberts and colleagues inspired me to formulate four specific goals that I believe will help us move toward more equitable representation.

First, I urge authors to be conscientious in the comprehensive reporting of demographic data. According to the American Psychological Association’s Journal Article Reporting Standards (Applebaum et al., 2018), all empirical articles published in psychology should report descriptive statistics for age, gender, race or ethnicity, and any other characteristics salient to the topic of the study. Historically, the reporting of demographic characteristics has been inconsistent across different subdisciplines of psychology; although researchers in some topic areas have a long history of providing comprehensive descriptive statistics, such characteristics were often not presented in other areas where the phenomena under study were presumed to be race-neutral. However, psychological researchers should no longer presume that any research topic is unrelated to participant diversity. By conscientiously reporting demographic characteristics, future meta-analyses may be able to uncover complex ways in which different identity domains are related to phenomena once believed to be universal. However, care should be given not only to the reporting of demographic data but also to the way in which this data is reported. For example, simply reporting the proportion of White participants without detailing proportions of other racial and ethnic identity groups reinforces a view that Whiteness is the standard against which other identities are compared. Rather, when proportional data is reported for every identity group, especially allowing multiracial individuals to report each of their identity groups rather than just being merged into a nondescript category labeled “multiracial,” readers will be more likely to see their own identities represented in the journal’s pages. I request that authors report all demographic characteristics of their samples, informed by guidance by the American Psychological Association’s (2019) standards on bias-free language.

Second, I call on authors to begin including Constraints of Generality (COG) statements in their Discussion sections. Once demographic data are reported, authors should openly acknowledge how those participant characteristics might limit the extent to which their results can be generalized, and to reflect on the populations and subpopulations to whom generalizations might not be warranted. Although it is common for manuscripts in many journals to have a cursory statement acknowledging sample homogeneity as a limitation, a COG statement requires the author to go beyond this acknowledgment to give explicit and thoughtful recognition to the need for caution. Although not overtly labeled as a COG section, Goldie and O’Connor (2021) provided a wonderful example of such intentional reflection. In their analyses of a sample of students of color, most of whom came from families with low socioeconomic status, Goldie and O’Connor found that the quality of the relationship between the students and their teachers mediated the relationship between gender and high school academic achievement. Although these findings have important implications for reducing the gender achievement gap, the authors acknowledged that the sample was comprised almost exclusively of adolescents who were described by their parents as Black or African American. Rather than simply including this as a cursory limitation, the authors went on to acknowledge that it would be an unwarranted leap to presume that the same findings are true for students from other communities of color. Moreover, because of the high representation of students from low socioeconomic status families, one should even take care not to generalize the findings to all Black students. Such an overt recognition of the Constraints on Generality reminds the reader that few psychological phenomena are universal and that additional research is often needed to determine the extent to which findings generalize across groups. Interestingly, COG sections appear to be most common when a sample has a high representation of people of color; it seems rare to see a COG section for samples predominated by White participants. Moving forward, however, I call on authors to include a COG section, especially for any study in which the sample lacks diversity.

Third, consider writing Positionality Statements as part of your Author Note for manuscripts submitted to the journal, especially for studies that focus on diversity or that highlight a marginalized community. Although empirical research seeks to be objective and impartial, researchers bring their
own perspectives and worldviews to the work of planning, conducting, analyzing, and interpreting their research. When a paper addresses a marginalized community, it is valuable for the reader to have insight into the positionality of its authors—whether they have approached the topic from the perspective of one who has first-hand experiences relevant to that community or approached it from an external perspective. We do not have exemplars of Positionality Statements within the Psi Chi Journal yet, but this could simply take the form of a statement in the Author Note indicating, for example, the racial identities of authors writing a paper about race, the sexual identities of authors writing a paper about sexual orientation, or the ability statuses of authors writing a paper about disabilities. This will not be considered a requirement for publishing in Psi Chi Journal; after all, some dimensions of identity carry burdens of stigma, and authors of research should have the autonomy to decide for themselves whether or not to disclose their identity positionality. However, Positionality Statements raise the level of transparency in the publication process, informing readers of the perspectives from which the research has been conducted.

The fourth goal is a personal commitment to actively recruit a diverse pool of manuscript reviewers. More equitable representation can be sought by being intentional about diversity within the pages of the Psi Chi Journal, but it is also important to be intentional about diversity among those who provide feedback about which studies should be accepted for publications and improvements that can be made prior to publication. As I begin my term as editor of the journal, I have set a goal to increase the overall number of potential manuscript reviewers, especially recruiting those who can bring diverse viewpoints and perspectives to the process of evaluating manuscripts. I recognize that people of color often carry an inequitably heavy service burden at many institutions of higher learning, and I am aware that such a request to engage in professional service represents an additional service burden. However, if you have a doctoral degree in psychology or an allied field and would like to join us as a reviewer, please email me at steve.rouse@pepperdine.edu and I’ll be happy to help you get included in this important role.

Although psychology is a diverse field with professionals who serve diverse populations, people of color are underrepresented in the profession relative to the U.S. population (Lin et al., 2018). Unfortunately, that diversity is also underrepresented in the public images of the profession, in the pages of our research journals, and behind the scenes of the research process. I am eager for the Psi Chi Journal of Psychological Research to take some important steps toward more equitable representation and transparency.

References

Author Note. Steven V. Rouse @ https://orcid.org/0000-0002-1080-5502
Positionality Statement: Steve Rouse identifies as a cisgender White man. As a bi man, he identifies as part of the LGBTQ+ communities. He is nondisabled. He acknowledges that his perspective is influenced by his position within all of these dimensions of identity.

Gabrielle Smith provided valuable feedback on an earlier version of this manuscript.

Correspondence concerning this manuscript should be addressed to Steven V. Rouse, Social Sciences Division, Pepperdine University, Malibu CA 90263-4372.
Email: steve.rouse@pepperdine.edu
ADVANCE YOUR CAREER WITH PSYCHOPHARMACOLOGY

Expand Patient Care with Wise Use of Medications

Did you know that a degree in clinical psychopharmacology can expand your practice, give you more control over patient care, and increase your career options? Find out how this fully online program will prepare you to prescribe psychotropic medications safely and effectively by visiting us at:

info.alliant.edu/clinical-psychopharmacology

*Prescriptive authority varies from state to state.
Call for Doctoral-Level Reviewers

*Psi Chi Journal* is seeking reviewers interesting in providing constructive feedback on our authors’ original empirical research. To increase the journal’s scope and relevance, diverse people of varied racial, ethnic, gender identity, sexual orientation, religious, and social class backgrounds are welcomed. If you have a doctoral degree in psychology or a related field, please join us.

**TO SUPPORT OUR EXCEPTIONAL REVIEWERS**
- Our online portal allows you to submit specific subject areas that you feel comfortable with reviewing.
- At any time, you can set unavailability dates so that we will know when not to contact you.
- With each request to review, you will receive basic instructions and a template review form, which you can use in order to save you time during your review.

**TO BECOME A REVIEWER, EMAIL**
steve.rouse@psichi.org

---

An Eye on Graduate School

Guidance Through a Successful Application

Psi Chi’s digital anthology brings together our very best advice about applying to graduate school—advice accumulated from 25+ experts in over 20+ years of *Eye on Psi Chi* magazine issues.

In nineteen chapters, this eBook will help you navigate the seven primary steps that are vital to your acceptance at the graduate program of your choice.

- Preparing for and Selecting a Graduate Program
- The Application Process
- Preparing for the GRE
- Soliciting Letters of Recommendation
- Writing the Personal Statement
- Interviewing
- Choosing a Program and Succeeding in Graduate School

**Download Today at Store.PsiChi.org**
Log in as a Psi Chi Member to recieve a discount!

Kindle Edition Available Now!
Publish Your Research in *Psi Chi Journal*

Undergraduate, graduate, and faculty submissions are welcome year round. Only one author (either first author or coauthor) is required to be a Psi Chi member. All submissions are free. Reasons to submit include:

- a unique, doctoral-level, peer-review process
- indexing in PsycINFO, EBSCO, and Crossref databases
- free access of all articles at psichi.org
- our efficient online submissions portal

View Submission Guidelines and submit your research at [www.psichi.org/?page=JN_Submissions](http://www.psichi.org/?page=JN_Submissions)

---

**Become a Journal Reviewer**

Doctoral-level faculty in psychology and related fields who are passionate about educating others on conducting and reporting quality empirical research are invited to become reviewers for *Psi Chi Journal*. Our editorial team is uniquely dedicated to mentorship and promoting professional development of our authors—Please join us!

To become a reviewer, visit [www.psichi.org/page/JN_BecomeAReviewer](http://www.psichi.org/page/JN_BecomeAReviewer)

---

**Resources for Student Research**

Looking for solid examples of student manuscripts and educational editorials about conducting psychological research? Download as many free articles to share in your classrooms as you would like.

Search past issues, or articles by subject area or author at [www.psichi.org/journal_past](http://www.psichi.org/journal_past)

---

**Add Our Journal to Your Library**

Ask your librarian to store *Psi Chi Journal* issues in a database at your local institution. Librarians may also email to request notifications when new issues are released.

Contact PsiChijournal@psichi.org for more information.

---

Register an account:
[http://pcj.msubmit.net/cgi-bin/main.plex](http://pcj.msubmit.net/cgi-bin/main.plex)